



OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

SCHOOL SUPPORT AND ACCOUNTABILITY

2023 State Assessment Conference

3C. Planning and Implementation in IADA

September 26, 2023 from 3:00-4:15pm



## Focus Area: 3

### 3C. Planning and Implementation in IADA

*This session will provide participants with an understanding of key issues around the planning and implementation of IADA, including gathering stakeholder feedback, creating the conditions necessary to support successful implementation, considering the needs of all student groups in the initial planning and design phases, scaling up considerations, and planning an orderly transition from legacy assessment programs. This session will also discuss strategies for states to plan for implementation without a formal planning period in the IADA.*

Scott Marion, Center for Assessment, [smarion@nciea.org](mailto:smarion@nciea.org)

Carla Evans, Center for Assessment, [cevans@nciea.org](mailto:cevans@nciea.org)



## **A NOTE ABOUT THIS CONFERENCE/SESSION**

- The purpose of this conference/session is to provide an opportunity for State education agency (SEA) staff to interact and engage with relevant experts and other SEA staff about the Innovative Assessment Demonstration Authority (IADA).
- The observations and opinions of the session presenters are their own.



## FOCUS AREA 3 SESSIONS

Day	Time	Session #. Title	Presenters
Sept 26	11:00-12:15pm	3A. Basics of IADA	Scott Marion Carla Evans
	1:30-2:45pm	3B. Lessons Learned about the Implementation of IADA	Scott Marion Carla Evans <i>Kinge Mbella (NC)</i> <i>Thomas Lambert (LA)</i> <i>Sam Ribnick (MA)</i> <i>Allison Timberlake (GA)</i>
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	10:15-11:30am	3E. Including all Students in the IADA	Sheryl Lazarus Meagan Karvonen <i>Kinge Mbella (NC)</i> <i>Thomas Lambert (LA)</i> <i>Sam Ribnick (MA)</i>
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# OVERVIEW

Time	Topic
3:00-3:05	Welcome, Introductions, & Overview
3:05-3:15	Warm-Up Question
3:15-4:00	Presentation about Planning & Implementation
4:00-4:10	Audience Q & A
4:10-4:30	Wrap-Up Activity



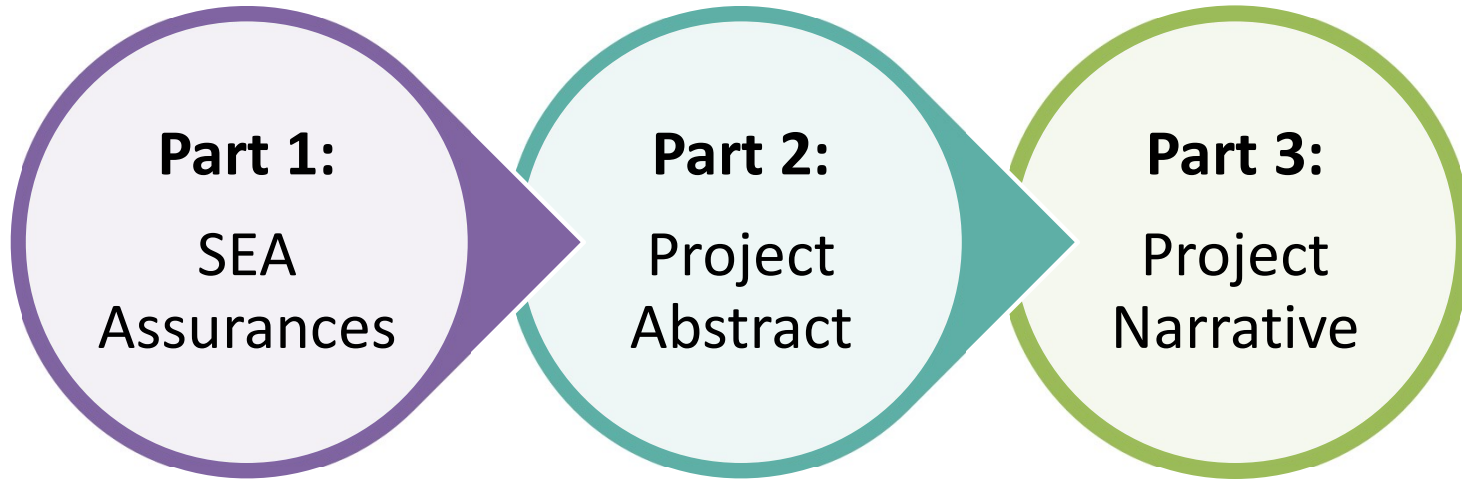
# Warm-up Question

What questions do you want to make sure we discuss around either **planning** an IADA application or **implementing** IADA?

- Take a minute to jot down some ideas, then we will ask you to raise your hand and let us know.



# THREE SECTIONS OF IADA APPLICATION





## DECISIONS NEEDED (I.E., REQUIRED) BEFORE APPLYING

Description of **consultation** with stakeholders affected in the design of the system

State **vision, rationale, theory of action**, and **detailed explanation** of innovative assessment system

Itemized **budget** showing financial commitments to implement the innovative system by entity

Description of and commitment from **initial set of LEAs or schools** who plan to implement in Year 1

Detailed statewide **scaling plan** within timeframe of demonstration authority





## PART 3—PROJECT NARRATIVE

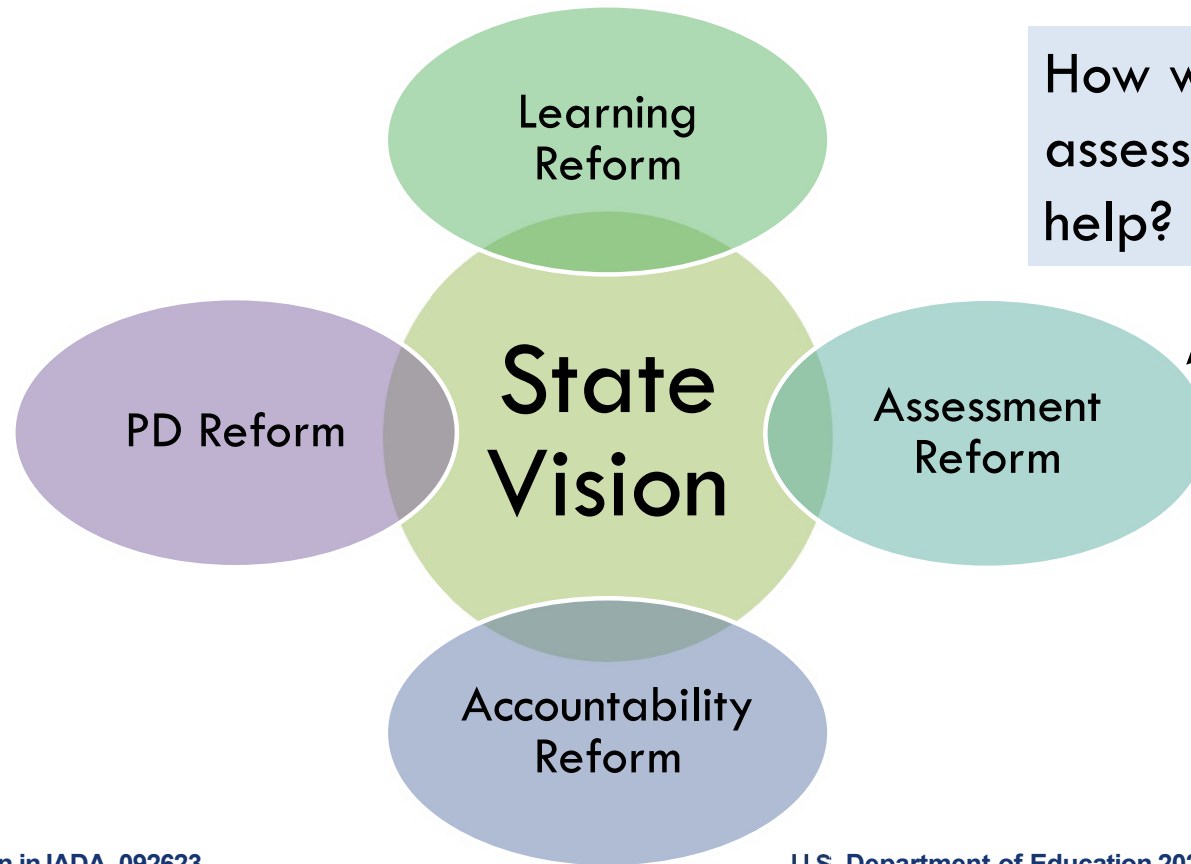
1. State Vision
2. Consultation
3. Innovative Assessment System
4. Selection Criteria
5. LEA and/or School Assurances
6. Description of Initial Set of LEAs/schools

We are going to talk about these three components today because the others are more self-explanatory.



# STATES MUST HAVE A VISION FOR THEIR SYSTEM!

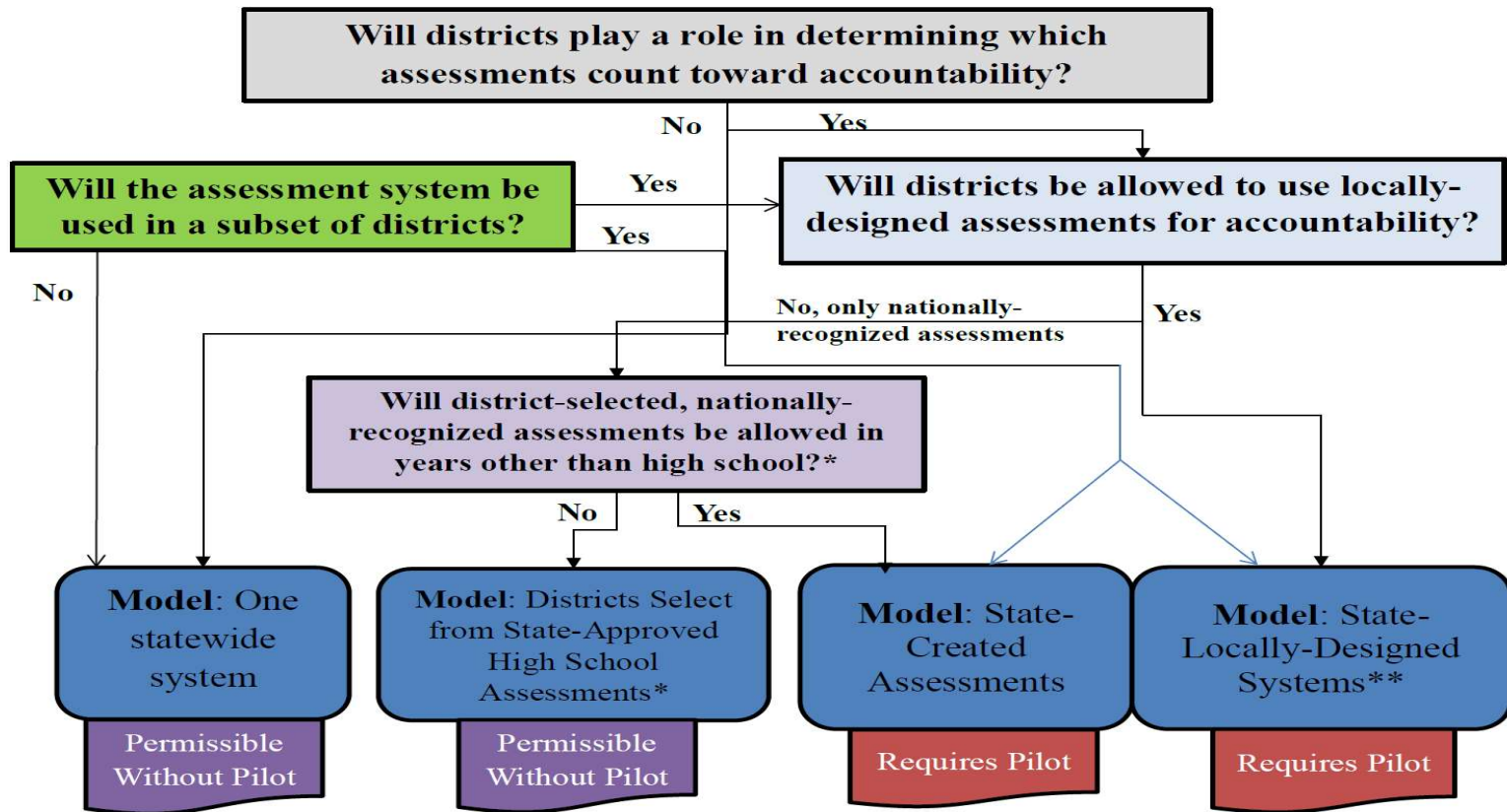
What problem is the state trying to solve or what needs is it trying to address?



How will an assessment reform help?



# DOES A STATE NEED A DEMONSTRATION AUTHORITY?



Modified from original by Jenny Poon, CCSSO.



## Small Group Discussion

What are some ideas for ‘innovation’ being discussed in your state related to the state assessment program?

Why do you think you would need an IADA to pursue this innovation?



## PART 3—PROJECT NARRATIVE

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## CONSULTATION (WHO)

Expert consultation (required)

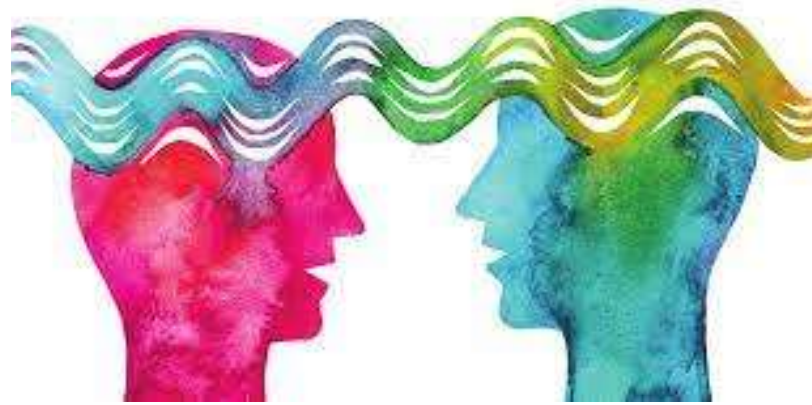
Stakeholders affected in the state (required)

- Students and parents
- Teachers, principals, and other school leaders
- Those representing the interests of children with disabilities, English learners, and other subgroups of students
- LEAs
- Representatives of Indian tribes located in the State
- Civil rights organizations

State policymakers (not required, but strongly advised)



## CONSULTATION (HOW)



e.g., Empathy Interviews & other methods



## PART 3—PROJECT NARRATIVE

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# FIVE MAJOR TECHNICAL REQUIREMENTS FOR THE INNOVATIVE ASSESSMENT SYSTEM

*IADA application describes the potential for...*

Meeting the same **validity and reliability** requirements as any state assessment

- Including requirements around accessibility, accommodations, and participation

Aligning with the **breadth and depth** of the state's challenging academic **content standards** for a student's grade

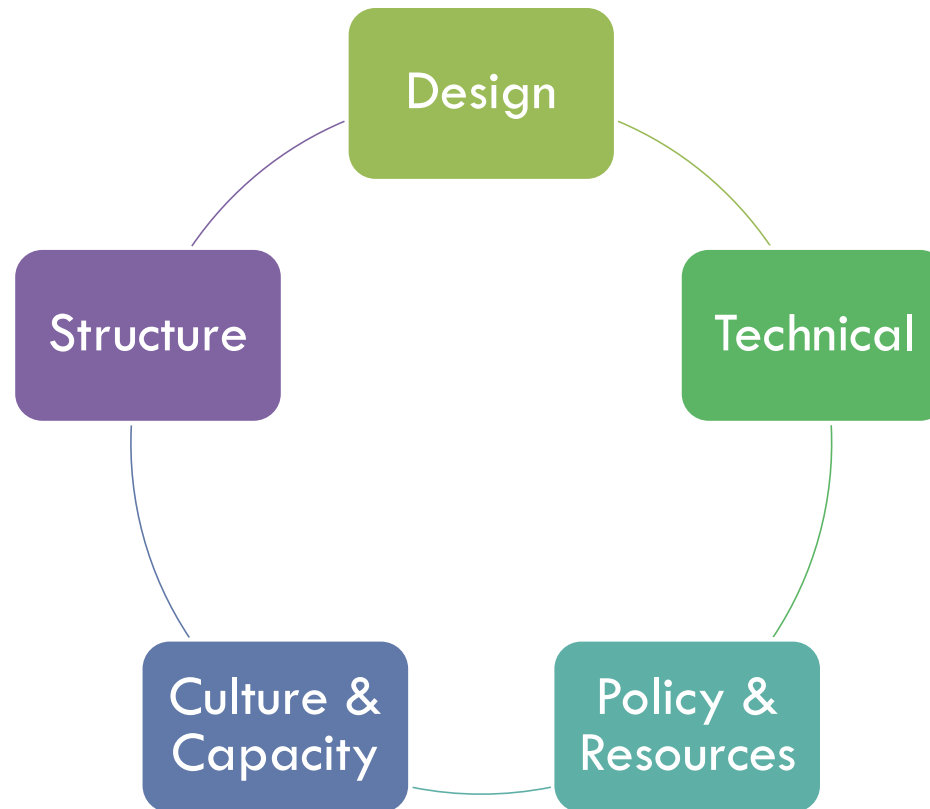
Generating an **annual summative determination** of achievement for **each** student in federally required grades/subjects

Generating **comparable** results (e.g., achievement level comparability)

Using results in the **state accountability system**



# CREATING THE CONDITIONS NECESSARY TO SUPPORT SUCCESSFUL IMPLEMENTATION

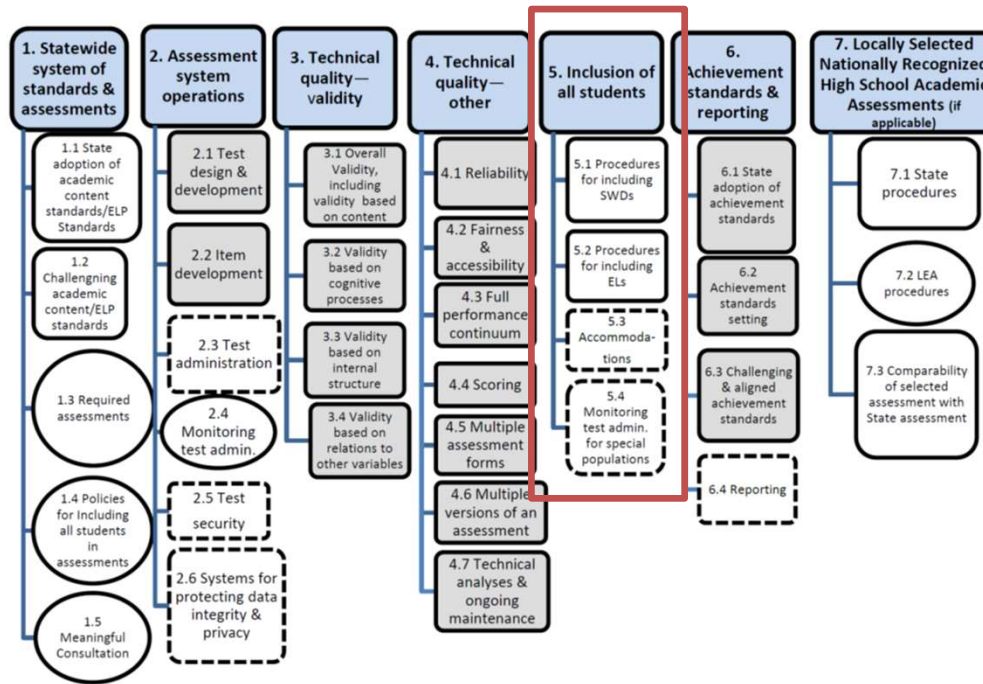




# CONSIDERING THE NEEDS OF ALL STUDENT GROUPS IN THE INITIAL PLANNING AND DESIGN PHASES

## II – CRITICAL ELEMENTS FOR STATE ASSESSMENT PEER REVIEW

Come to the session tomorrow (3E) to hear more about Including all Students in the IADA



### Key

- Critical elements primarily checked by Department staff (e.g., Critical Element 1.3)
- Critical elements likely addressed by coordinated evidence for all States administering the same assessments (e.g., Critical Element 2.1).
- Critical elements likely addressed with State-specific evidence (e.g., Critical Element 5.1).
- Critical elements likely addressed by both State-specific evidence and...



# CREATING THE CONDITIONS NECESSARY TO SUPPORT SUCCESSFUL IMPLEMENTATION

## Design

- Is the design worth scaling? Is it guided by a defensible and well-articulated theory of action?
- Are the expectations clear and well-communicated to all key stakeholders?

## Technical—we know how to address most of these!

- Comparability
- Quality and rigor
- Validity
- Reliability/Generalizability

## Policy

- Policy and financial support
- Stability of and limiting the number of initiatives
- Sensibility of accountability policies



## OFTEN IGNORED IN THESE DISCUSSIONS

We must attend carefully to culture and structure

### Culture and capacity

- We need considerable improvements in learning and assessment literacy among teachers, leaders, and others
- We need increases in local and state capacity, but remember this is an “opportunity” with no money!
- Maintaining political will and buy-in across leadership changes at all levels (state and local)

### Structural

- How do state and school district budgets need to change to support these initiatives?
- How do other major structures—e.g., time, calendars, grade level, staffing patterns—need to change to support these major learning initiatives?



# PLANNING AN ORDERLY TRANSITION FROM LEGACY ASSESSMENT PROGRAMS



# TIMELINE FOR AN IADA APPLICATION/IMPLEMENTATION



## Application

- State or Consortium of States Notify ED of Intent to Apply (not required, but desirable)
- State or Consortium of States Apply
- ED provides feedback of application review within 90 days
- State(s) given opportunity to address feedback
- ED grants IADA to State(s)

## Implementation/Demonstration Period (Five Years; with potential for additional time)

- States provide ED updates on progress through periodic monitoring calls (2 or 3 times per year) and Annual Performance Report (once per year)
- States may request an additional two-year extension beyond five years
- States may also request additional one year extensions beyond the initial two year extension

## Transition to Statewide Use

- At end of demonstration period, State(s) either transition to use IADA pilot assessment as THE statewide assessment, OR
- Return to use of 'regular' Statewide assessment in all schools
- If States transition to IADA pilot as State assessment, they submit evidence of that assessment for the Department's peer review after the first operational year Statewide



# A FUNDAMENTAL TENSION IN THE PILOT!

*Scaling statewide in 5-7 years is a difficult timeline!*

Innovation

Scaling  
Statewide





## PLANNING AN ORDERLY TRANSITION FROM LEGACY ASSESSMENT PROGRAMS

What is an orderly transition?





## PLANNING AN ORDERLY TRANSITION FROM LEGACY ASSESSMENT PROGRAMS

### What have different IADA states done to plan an orderly transition?

- Massachusetts (just plan to go statewide once they are done tinkering)
- Louisiana (can they get all LEAs to do the TYA components?)
- North Carolina (don't link them at all; make TY/IAP components optional)
- New Hampshire (they couldn't overcome the orderly transition hurdle)

### What other approaches could states consider?

- Other ideas?

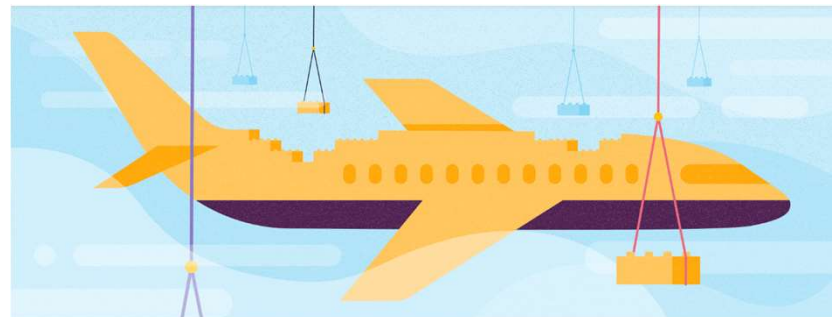




## STRATEGIES FOR IMPLEMENTATION WITHOUT FORMAL PLANNING PERIOD IN IADA

What are strategies states could use to plan for implementation without a formal planning period in the IADA so the state is not building the plane while trying to fly the plane?

- New Hampshire (years of capacity-building PD before implementation with early adopters)
- Use dedicated planning time to design and prepare an IADA application before submitting the application (planning grants may be available)?
- Use first couple of years of IADA to plan.
- Other?





## QUESTIONS?

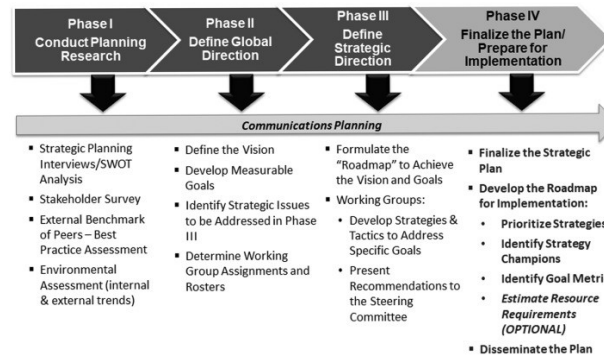
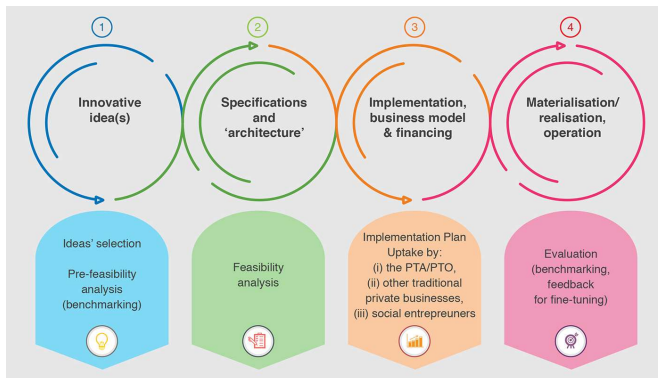




# Wrap-Up Activity

Count off by 4's. Using chart paper, explain or show what you learned about **planning** an IADA application and/or **implementing** IADA? You can organize your thinking into a table or create a graphic! Feel free to be creative.

Planning	Implementation





# ADDITIONAL RESOURCES

## Paper

**HIGH-LEVEL OVERVIEW OF FEDERAL INNOVATIVE  
ASSESSMENT DEMONSTRATION AUTHORITY (IADA)  
APPLICATION REQUIREMENTS**

Prepared for U.S. Department of Education State Assessment  
Conference

By Carla M. Evans, Ph.D.

Center for Assessment

August 2023

[Link to paper](#)

## Blogs

<https://www.nciea.org/blog/implementing-an-innovative-state-assessment-system-while-were-still-building-it/>



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**Thank You!**